

**HOW DOES THE USE OF TRANSLANGUAGING INFLUENCE THE
LANGUAGE PERFORMANCE AMONG SEVENTH GRADERS FROM A
PUBLIC DOSQUEBRADAS SCHOOL?**

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**Trabajo requisito de grado para optar por el título de Licenciados en
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ABSTRACT

This project aims at presenting translanguaging in the integration of English language learning and Ethics content classes in 7th graders of a public school located in Dosquebradas. In this sense, the conclusions will be based on the results obtained from its implementation. For that purpose, students' language level is identified through the use of tests and activities to diagnose their language performance at the beginning of the process. The development of this project relies on the use of translanguaging as a pedagogical strategy that fosters dynamic bilingualism by involving the process of integrating Ethics content and Foreign language learning. In fact, it is recognized the value of the strategic use of the mother tongue in the development of the lessons. Furthermore, the evidence and results of this project are supported by students' products which will allow to know, in this particular context, how translanguaging influences students' learning process in terms of English language and Ethics content.

Este proyecto tiene como objetivo presentar el Translingüismo en la integración del aprendizaje del inglés con las clases de Ética en un grado séptimo de un colegio público en Dosquebradas. De esta forma, las conclusiones se obtendrán basadas en los resultados de la implementación del mismo. Para esto, el nivel de los estudiantes se identifica utilizando varias actividades con el fin de diagnosticar el desempeño de la lengua extranjera al principio del proceso. El desarrollo de este proyecto depende del uso del Translingüismo como una estrategia pedagógica que

promueve un bilingüismo dinámico junto con la integración del contenido de Ética y el aprendizaje del inglés como lengua extranjera. De hecho, se reconoce el valor del uso de la lengua materna en el desarrollo de las sesiones. Además, la evidencia y los resultados de este proyecto están respaldados por los productos de los estudiantes los cuales nos permiten conocer, en este contexto en particular, cómo el Translingüismo influye el proceso de aprendizaje de los estudiantes tanto del inglés como del contenido de Ética.

Key Words: Translanguaging ; Bilingualism ; Classroom Project

1. JUSTIFICATION

The assumptions regarding the role of the mother tongue in the implementation of bilingual programs have been changing throughout time. The mother tongue has been considered as a separated language that can negatively affect the foreign language learning process; however, this popular believe has been confronted by several theoretical justifications that demonstrate the advantages of integrating both languages in the learning process. (Lasagabaster & García, 2014) Translanguaging, then, may be considered as a pedagogical strategy that supports the implementation of dynamic bilingualism. (García, 2009) In the Colombian context, according to Mejia (2002), it has been evidenced that Colombian Bilingual Education is mainly correlated to private schools or institutions for the middle- and upper-middle classes. Colombia Ministry of Education (MEN) has been applying different programs promoting Bilingual Education for public education which are characterized by a transitional type of monoglossic bilingual education.

Currently, English language is perceived as the universal language; in fact, it has been established that the third part of the worldwide population is interacting with the English language (Crystal, 1997). Thus, English Language has become the lingua franca due to communicative, economic and cultural circumstances. Because of its impact, English is the foreign language considered in several cases regarding bilingual

education. By narrowing to our context, Colombia is a multilingual country because of its huge amount of vernacular languages. English is, however, Colombia's target language on the grounds that it is the one considered by bilingual programs. The Colombian Ministry of Education (MEN) has been seeking for implementing bilingual education in public schools. However, as stated by Sanchez (2012), researches have demonstrated that Colombia is a country with low English language level. This can be evidenced through language test results, measured by using the Common European Framework of Reference of Languages (CEFRL).

The conclusion has been that students from the last year of high school, and students from the last semester of any university program, either public or private institution, who have presented the tests Saber 11 and Saber Pro, respectively, have shown a low domain of the English language. These results have confirmed previous evidence by stating that whilst 90% of high school students have reached the A1 level, 60% of higher education students have attained the same level. This situation has been, undoubtedly, alarming taking into account that just the 2% of high school learners achieved the B1 level, and 6,5 % of higher education students reached the B1+ (Sánchez, 2013). Because of that, the MEN has been promoting programs to increase these percentages based on the competences of the CEFRL. These programs involve the implementation of a Bilingual Education for public institutions; for example, *El Programa Nacional de Bilingüismo* (PNB) 2004- 2019 or *Colombia Bilingüe* 2014-2018 and *Colombia Very Well* 2015-2025.

As a response to the current bilingual education needs, translanguaging is important to move from monoglossic bilingual education practices to heteroglossic

ones, which targets to use both languages for academic and communicative purposes considering that both can be boosted when working together intentionally. Thus, the use of the first language will play a striking role for learning the foreign language and vice versa. Translanguaging in education has been set for several purposes; this part, for instance, will evince feasible samples from two different articles.

The first study involved students whose ages were around 5-9 years old. This study examined 5 different written products made by schoolers. The purpose of this study was analyzing how translanguaging is used in students' writing skills in the processes of drafting, planning and executing (García & Velasco, 2014). The second article was conducted in Spain. It involved 25 students, who had Spanish and Catalan as their mother tongues and the English language as the target one, they were from 4-5 years old. It focused on investigating not only how kindergarten pupils use the foreign language to convey meaning, but also how frequent those students use the target language concerning that they have two mother tongues. Surprisingly, the conclusion of this study was that learners used their target language for communicative purposes, and the use of the mother tongue did not jeopardize the foreign language learning. (Martí & Portoles, 2017).

The findings from the previous studies revealed that the use of translanguaging had positive assets. Considering the first source, one of the most convincing conclusions was that learners in those particulars classrooms usually control their own writing process through translanguaging even if the teacher separates languages (García & Velasco, 2014). The second article claimed that traditional monolingual education practices for bilingual education has not been as effective as it had been

thought, instead, it was proved that students used the foreign language in most of the development of the class without restricting the use of their first languages. The intentional use of the two or three languages increased the amount of time when speaking the target language. Not only this, but also it permitted to show a significant production of the target language towards students. Hence, Translanguaging as a pedagogical strategy had a compelling impact for the class' development as well as for students' performance.

Based on the positive implications that translanguaging can provide in the classroom, this should be considered in the Colombian English Language Teaching context. However, although translanguaging has been successful in different contexts, there are few considerations or results that assure that Translanguaging works in Colombian public education. Likewise, this study will be developed, first, to deepen in the implementation of Translanguaging. Then, how translanguaging is being conducted when it is linked to a Colombian context, and finally, to provide the results.

Having in mind the reasons of implementing translanguaging previously mentioned, the goal of the forthcoming project fosters to implement translanguaging as pedagogical strategy to observe how English Language performance, as well as ethics content, in a public institution is affected. This Classroom Project will involve seventh grade female students from the public school. The project will start by conducting observations to analyze how the English language lessons are developed. Then, the second step will be the Implementation of English and content sessions based on the curriculum of the institution while using translanguaging, and at the same time,

the information and the data will be gathered. Finally, there will be a reflection grounded on the results and the consequences of using translanguaging.

This project not only seeks to impact the development of bilingualism in students from a public institution, but also teachers' perspective about bilingual education. The results will state how effective it may be to implement translanguaging. Consequently, the purpose of this project is to determine how the use of translanguaging affects the English language learning among seventh graders from a public school located in Dosquebradas.

2. OBJECTIVES

2.1 Teaching Objectives:

General objective:

1-To use translanguaging as a strategy to integrate content and language teaching.

Specific objectives:

1-To ponder upon the implementation of translanguaging in the process of lesson planning.

2- To register learners' language skills development throughout the integration of English language and the content learning.

2.2 Learning Objectives:

General Objective:

To learn English language and Ethics content by using both languages

Specific Objectives:

- 1-To explore previous concepts of ethics by using the target language.
- 2-To use L1 and L2 to convey and express the outcomes from the ethics and language integrated lessons.
- 3- To understand instructions in both languages, especially in L2.

3.THEORETICAL FRAMEWORK

3.1.Conceptual Framework

3.1.1 Bilingualism

The concept of Bilingualism has been changing throughout time. The traditional definitions of bilingualism are grounded on the Saussurean view of the language as a system of structures, which framed to concept of a bilingual person as someone that knew and used two autonomous language systems. As cited in García & Wei (2014), Haugen (1956) defined the term bilingual as the people that know two

languages and had different languages skills. This approach to the definition of bilingualism, however, evolved to a concept in which the two languages are interdependent, Cummins (1979) states that the bilingual's proficiency was not stored separately in the brain, which involved an interdependence and transference of the linguistic repertoire. Finally, the concept of bilingualism that supports translanguaging, moves from the traditional or dual bilingualism to the Dynamic bilingualism in which the bilingual person is considered to have one linguistic system (García & Wei, 2014) that is why this approach to the definition of bilingualism is the one considered in this project.

3.1.2 Types of bilingualism

There are two types of bilingualism in agreement with Baker (2001), which are the elective and circumstantial bilingualism. Elective bilingualism refers to the process of learning a target language by choice, without compromising the mother tongue. This is featured by persons who are willing to learn another language. Circumstantial bilingualism, on the other hand, points out that the learning process is forced by external causes, that is, people that surely need to learn the target language because of survival or laboral issues. In fact, their mother tongue may be threatened with disappearing since the use of the second one prevails.

García (2014) differentiates four models of bilingualism, two traditional ones: Subtractive and additive, and two new ones: Recursive and dynamic. Dynamic

bilingualism will be the most appropriate to consider translanguaging since it supports the coexistence of different languages .That is why this project will be focused on the development of dynamic bilingualism claiming it is the one that is perceived and adopted in academic circumstances that targets bilingual education.

3.1.3 Bilingual education

Before stating the characteristics Bilingual Education, it is important to mention the main differences among foreign language education and bilingual education. As reported by Garcia (2009), foreign language education aims for introducing the target language as part of the curriculum, whereas bilingual education establishes that learners ought to be taught subjects' content by using the foreign language. Correspondingly, Bilingual education is defined by its ideology, goal, and type of education. Firstly, Dynamic Bilingual Education has an heteroglossic language ideology, which means that multilingualism is accepted and sociolinguistic aims are considered. As previously mentioned, its linguistic goal is bilingualism, and there are three types of education for dynamic bilingualism: Poly-directional, CLIL and CLIL-type, and Multiple multilingual (García, 2014).

3.1.4 Translanguaging

3.1.4.1 Definition

It has been thought that the use of the mother tongue can jeopardize the target language learning process, and thence, bilingual current education has been carried out through monolingual aims in the teaching a foreign language process (Portolés & Martí, 2017). However, in the dynamic bilingualism there are no separate languages but one linguistic repertoire, from this idea, Translanguaging is contemplated as the negotiation and the exchange among two or more languages that are used in the same classroom for teaching-learning purposes (García, et al. 2016). Jones and Lewis (2014) point out that Translanguaging is the flexible use of two or more languages in the same lesson. Likewise, Manzur and Ramirez (2014) contribute to the prior concept by adding that translanguaging is therefore a systematic use of both languages that will improve not only the skills needed regarding the foreign language proficiency, but also a more appropriate comprehension of the topics when using both languages.

To define the concept of Translanguaging, it is important to consider, first, the concept of “ languaging” which is defined by García and Wei (2014) as “the simultaneous process of continuous becoming of ourselves and of our language practices, as we interact and make meaning in the world.” p.8 This means that languaging refers to a meaning-making activity rather than viewing language as a structure, which is why a Translanguaging approach involves the languaging for language and bilingualism, and for education.

Translanguaging, furthermore, can be understood as a pedagogical approach in which teachers use such languages as a connection among each other. To understand

this better, however, it is important to mention what a translanguaging classroom means. This term consists on having any kind of classroom, in which English is used as the target or second language, that contains learners who can use completely their linguistic repertoires. As an exemplification of this, some students can solve a problematic English language situation by using the mother tongue.

3.1.4.2 Applicability

Translanguaging strategy has been implemented in different bilingual educational scenarios, which has proven the effectiveness or the applicability of it. As an example, in a research conducted in Spain in 2017, after implementing and observing different contexts in which the foreign language (English) was used strategically, the results showed that English, which was the target language, was employed 83% during the class. The students used the mother tongue during the lessons; however, the results stated that it did not affect negatively the use of the foreign language since the use of English increased. (Portolés & Martí, 2017).

Traditionally, Crosslinguistic issues have been avoided by teaching a target language through the language itself, but now Translanguaging demonstrates how the strategic use of the linguistic repertoire student have aids to the development of a bilingual or multilingual environment which improve students' foreign language proficiency.

3.1.4.3 Advantages

Translanguaging, as one of the main aspects of a dynamic Bilingual Education (García, 2009), presented advantages in the foreign language learning; for example, the use of the mother tongue in the classroom aims to develop both, the L1 and L2 proficiency level. According to Baker (2006), translanguaging has many head starts, the first one consists in a deeper understanding of the subject taught by ensuring the understanding of the students toward a specific topic. The following benefit is related to the development of skills that will enhance the second language learning. In addition, the third advantage is based on the idea that by using translanguaging, the possibility of parents supporting their children in the learning process increases.

Translanguaging, as a pedagogical approach has four purposes. The first purpose exposes the importance of combining both languages for solving demanding problems in language learning. For instance, a group of students who use their mother tongue to agree, understand and come up with a solution from any challenging situation inside the classroom. The second purpose permits students not just to develop their language ability individually, but also it empowers collaborative work. In fact, Translanguaging fosters learners to help each other reach any task. For instance, students, who are slightly superior in the English language, help the others whose English language level is lower. The third purpose, nevertheless, will not be considered since it implies bilingual students; this is not applicable in our context. The final purpose, lastly, disagrees the way the target language is taught affirming

that a monolingual version does not provide the whole spectrum that surely is provided when two or more languages work together as Translanguaging ensures.

4. Literature Review

The following research classroom project will be developed for evidencing how meaningful and influential translanguaging can become when it is applied in a Colombian public school for seventh grade English Language students. To fulfill this goal, two articles were contemplated as some resources that shall provide relevant information for the further and successful development of the project. The first article was a study from 2010 conducted in the United Kingdom which describes the process of language teaching and learning in complementary schools through a flexible bilingual approach (translanguaging). The second one, which was published in 2014 by Patricia Velasco and Ofelia García, attempts for demonstrating all the benefits that translanguaging brings in the writing processes .

The upcoming study was conducted in two United Kingdom complementary schools teaching different languages as Mandarin and Gujarati. The aim of the study was to provide a comfortable environment for students to develop skills in a target language using both the target language and students' mother tongue (English). Even

though the study considered two complementary schools with participants aged from five to sixteen years old, a four-week observation was done in ten different schools from four communities in Europe. For each analysis, two students were chosen, interviewed, and audio-recorded alongside with their teachers and parents during different lessons and activities. This research found that there is a need for learners to use both languages to be engaged in the task and to develop certain proficiency in the target language, as well as to feel comfortable in the classroom. (Creese & Blackledge, 2010).

Based on the research results, it can be said that this article provides a wider image of the beliefs that there are about the use of the mother tongue in the classroom. As an example, the belief that using the first language can jeopardize the foreign language learning. In addition, when aiming for a bilingual culture, some taboos need to be questioned; for instance, there is a need to stop thinking that teaching a second language will show immediate results. Regarding students' second language proficiency, it takes time and flexibility concerning the languages they are allowed to use in class so that the students will feel comfortable and engaged, not merely speaking in the target language, but strategically using both languages to convey meaning and improve the use of the target language.

The forthcoming article had as its core aim to prove whether translanguaging is a bilingual learning strategy which develops and empowers students' writing skills in the processes of planning, drafting and editing. Also, It seeks to know how and why

translanguaging is to be implemented in the lessons. To start with, the population chosen was students from 5 up to 9 years old who were involved in two bilingual programs (Spanish/English; Korean/ English). The methodology was qualitative on the grounds that the learners' products, which were 5 written assignments, were analyzed to demonstrate whether the two languages (English and Spanish) work well in tandem or not. Finally, the findings threw that there were some students who did not use translanguaging as required; yet, the ones who did it showed that they were able to convey meaning to face and resolve problematic situations. (Velasco & García, 2014).

Grounded on the article's findings, this must be a praiseworthy aid for this project because both populations (the one from the prior article, and the one that will be conducted here) share a couple of similarities such as the age of the pupils and their first and second language. Plus, the translanguaging activities proposed, which are in relation with the development of learners' writing skills, planning, drafting, editing, for instance, can be replicable since the assignments will be focused on the well-advancement of such writing skills. Finally, the results of the abovementioned research article are support for the results of this study.

5. METHODOLOGY

The upcoming part mentions several aspects that must be considered for executing the classroom project. Firstly, the paper contemplates the context and the setting involved. Concerning what the context implicates, it mentions the institution with its main features; the setting focuses on establishing specific details such as schoolers' grade and the English curriculum. Then, the description of the participants, students and practitioners, is included to analyze their role in the project. Lastly, there is an exploration of the methodologies and approaches that framed theoretically this classroom project.

5.1 Context

This classroom project was developed in the institution “*Institución Educativa Cristo Rey*”, which is a public school that was created by the religious community of “*Carmelitas misioneras*” in 1953. The institution is in Dosquebradas, in the Comuna 9, which involves socioeconomical stratus from 1 to 3. Currently the institution has around 1700 female students who come from different neighborhoods around the school. The institutional staff is composed of the directives and 30 teachers including 3 English language teachers, one of them graduated from a Language Teaching Program. The school follows a subject centered and traditional curriculum that aims for students to repeat and memorize facts, ideas, and content of each field. Further, this type of curriculum has each subject content isolated from the others, and therefore, there is no any relation between different areas of study.

5.1.1 Setting

This section describes with more detail the school and its members. To narrow down, it includes learners from seventh grade, the profile of the in-service teachers, and the focus of the institution. Since the school is linked to a traditional curriculum, it does not have any modality or any other focus on the grounds that the institution aims for a general academic development. The school year is divided into 4 periods, in which the students receive 30 English hours for 10 weeks, that is to say, 3 English language hours per week. The English Language classes followed a Forward Design Approach, which considered, in the first place, the syllabus, continuing with the methodology and finally the outcomes (Richards, 2013). Additionally, the classes were oriented by the standards of English Language learning and teaching proposed by the Ministry of Education in the “*Guía 22-El Reto*”, which were taken into account during the implementation of this project that took ten hours of those English language classes.

5.2 Participants

This project involved two types of participants. The first type was related with the students who were impacted by the implementation of translanguaging and their

characteristics such as the number of individuals involved, their academic background, age, gender and respective grade. Then, the second section referred to the practitioners who were in charge of implementing the project; the University they come from, the semester they were doing and the roles they played while implementing this classroom project. Below, this paper will go deeper into the description of the population.

5.2.1 Students

This project was carried out in the seventh grade of the state school “*Institución Educativa Cristo Rey*” which has 30 female students as the institution is a female school. The students’ age varied from 12 up to 14 years old. Taking into account their age, and in accordance with Piaget (1964), these learners were supposed to be in the last stage of the cognitive development theory; the formal operational stage, in which aspects as thinking using logical and hypothetical reasoning become essential for the development of the learning process. As students’ participation was essential in this classroom project, it was important to consider all the aspects that may influence the development thereof. In fact, it was relevant to consider students’ ability of thinking, reasoning and understanding abstract ideas, which was necessary in the process of integrating the content selected, Ethics, with the target language learning. Knowing their age and stage of their cognitive development shaped the project in terms of design and implementation; specifically, choosing, the features

related to the procedure such as methodology, approaches, materials, among others, in accordance with learners' characteristics.

5.2.2 Practitioners

The practitioners in charge of this classroom project were two pre-service teachers who were students from 10th semester of the Bilingualism teaching program of the Universidad Tecnológica de Pereira. They were one man and one woman, their ages are 23 and 22 respectively. The implementation was developed since both practitioners had to play different roles, which were: designing, planning, teaching, observing, among others. Thus, both pre-service teachers switched their roles.

5.2.3 Sample

To develop the implementation of this project, 10 students were chosen randomly from the group of 35 students. This means that the outcomes that will be considered to analyze the results are by the 30% of students from the group, which were selected through a probabilistic random sampling.

5.3 Instructional Design

To begin with, it is essential to mention specific characteristics that are the basis of teaching through a translanguaging pedagogy. Based on García, Ibarra and Seltzer (2017), the first component is current translanguaging, which is the natural way in which bilinguals use their linguistic resources to communicate in real scenarios, which makes this process integrating, dynamic and continuous in terms of languaging. That is why, the second component is the Dynamic Translanguaging Progressions which emphasizes on the movement from the concept of linguistic proficiency to linguistic performance, which can be divided in general linguistic performance and language specific performance. Finally, the third component is translanguaging Stance, Design and Shifts, these three stands involve not only instructions, but also assessment. The stance refers to the ideology of translanguaging pedagogy; on the other hand, the design and shifts are practical aspects of implementing translanguaging for teaching purposes. In fact, Translanguaging Stance, Design and Shifts are the underlying support of the translanguaging pedagogy, that is why the instructional design and the implementation of this project will be based on the Instructional Design Cycle proposed by García et al. (2017) .

5.3.4 Development and implementation

To plan the course and lessons involved in the implementation of this project, we chose to plan and structure the lessons based on the translanguaging instructional design cycle which is divided into five stages: *explorar*, *evaluar*, *imaginar*, *presentar*, and *implementar*. Down below, there is a brief description of each stage main idea.

Explorar: Although this stage may be like the traditional building background stage, *Explorar* stage involves a process of imaging, transforming or redesigning a topic from their first and second language.

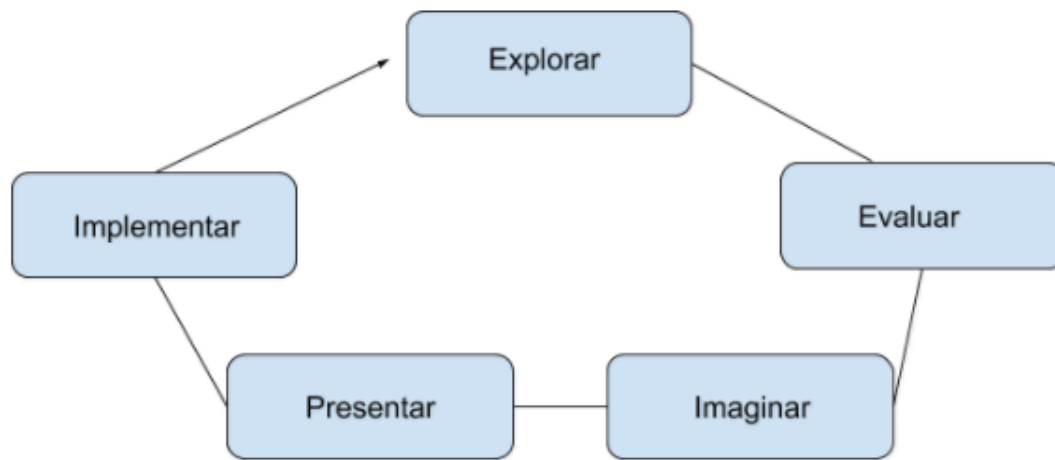
Evaluar: In this stage students are pushed to be active, to be critical and creative thinkers so they can assess what they learn.

Imaginar: By using what they have learned, students are expected to create new thinking and ways of using the language.

Presentar: In this stage students could practice what they have learned and receive feedback before being assessed.

Implementar: Using their linguistic repertoire, students are expected to demonstrate what they know and what they can do in terms of content and language learning.

Figure.1



This is then the first step used to plan a class, each stage of the translanguageing design cycle, are completed with the main ideas of the stage. As an example, In the first stage, the practitioner in charge of designing the lesson considered the main ideas to build background or context to the topic selected and the same process is done with the rest of the stages.

Different from designing a Unit plan for monolingual type of teaching, translanguageing unit plan involves six main elements that differentiate Translanguageing pedagogy from other teaching and learning process: Essential questions, content standards, content and language objectives, translanguageing objectives, culminating projects and assessments and texts. (García et al., 2017) The previous structure of Translanguageing Unit Plan was stated in a template to design the unit plan that suits with the aim of integrating Ethics content and English language learning through the translanguageing pedagogical strategy. (See Appendix 1.)

5.3.5 Resources

Different from the in-service teacher list of suggested topics and the “*guía de Ética y Valores Humanos*” provided by the “MEN”, this implementation does not require specific materials to ensure the success of the project’s execution; nonetheless, the following resources are contemplated for a more appropriate development. Each material plays different roles for fulfilling the teaching and the learning objectives. Firstly, the resources that will aid to reach the teaching objectives are the ones that the institution provides to the in- and pre-service teachers for guiding their classes such as the television or video projector, the board, eraser, among others. As well, there are some other materials by which the pre-service teachers hold by their own. As an exemplification of this, the laptops, speakers and markers. The following materials, on the other hand, are the ones that students shall use for their own learning process, these are the worksheets, flashcards and their own learning products (e.g. images, graphics, among others).

5.4 Assessment procedures

To analyze and reflect on the progress and achievement of this classroom project objectives, one of the most relevant elements of the implementation is to assess students' language and content learning process. In fact, according to Chapelle and Brindley (2010), assessment refers to a continuous process in which, based on students' information regarding performance and results on tests or activities, their knowledge and abilities are measured at determined points of the learning process. In this case, the assessment will be focused on ethics content and English language learning. As this implementation is based on the use of translanguaging, which is immersed in bilingual purposes, it is important that the assessment procedures consider and include bilingual approaches. Grounded on Shohamy (2011), there should be a development of the language learning from monolingual to multilingual views. Consequently, one way of adopting multilingual approaches to assess is to use content-based tests, ethics in this case, so the language, either L1 or L2 is not the focus. Finally, the instruments as activities, games, projects and tests are designed to achieve the language and content objectives; in this way, the assessment process is coherent with the purpose of this classroom project, especially in terms of content, language and bilingualism.

5.5 Reflection Instruments

In this section, it will be contemplated, based on the learning objectives, how both practitioners collected information from students' products and ideas from their teaching experiences. The process of collecting prior data will consider the following three aspects.

Students' artifacts are considered as all the homework, drawings, notes, projects, quizzes and exams they do either in or outside the classroom. Then, as learners are being taught the content and English language, the practitioners will provide exercises and activities to identify their progress. Lastly, to collect previous data, practitioners will photograph students' products. Pre-service teachers ought to ensure that the pupils are learning and understanding what they were taught in previous lessons by providing quizzes and tests to them.

Observations. The classes will be conducted by two practitioners who will play two different roles (educator and observer), the facilitator, in the first place, is in charge of conducting the class itself to engage students for accomplishing the tasks, to provide explanations of the content and language, to use translanguaging when necessary and required. The observer, on the other hand, is in charge of observing students' reactions for indicating how motivated, engaged, autonomous they can be by analyzing their responses. For example, raising their hands, asking for clarification of doubts, among others.

Journals. The two pre-service teachers must be keen to develop and take evidence of their lessons plans to reflect on the achievement of the teaching and

learning objectives stated in this project. Grounded on how the class was developed, the two pre-service teachers will ponder on how useful and relevant the use of translanguaging was. Afterwards, at the end of each lesson, there will be a reflection on the activities to verify whether they work or not based on students' responses and products. In other words, the practitioners will register most of the events that occur in the classroom at the end of each session to evidence which of them were meaningful, and which of them needed improvement.

6. Results

6.1 Students responses

6.1.1 Showing understanding of instructions by translation

Some students translate specific instructions because they can understand them. During the development of the classes, there were around 3 to 5 students who were constantly translating what they understood from the instructions given. This often allowed them to confirm if they understood correctly and helped the other students who were not able to understand what the teacher was communicating in L2. Garcia and Wei (2014) proposed seven strategies to apply translanguaging inside the class; however, the context was different because there were no bilingual learners; thereby, only two strategies were selected: translation and collaborative dialogue.

The following fragment was taken from the observation O6, DH, 09/04/2018, and it shows the way students translate teacher's instruction.

Teacher: *I want you to tell me what you are afraid of*

Student A: *Digo mis miedos*¹

Teacher: *Yes*

Student B: *A las serpientes*.²

6.1.2 Students help each other understand

There are students whose English language level is slightly higher than the rest; this means that they can understand faster and easier the instruction/explanation. As soon as the student understands, she translates the L2 code into L1 code. Once the translation is done, the rest of the students will, likely, understand it. Creese and Blackledge (2010) stated repetition and translation across languages as one of the specific skills involved in flexible bilingualism shown by classroom participants.

Below, there are two evidences, that were from an observation done in 30/04/18, in which one student helps the others by translating either the instruction or the explanation:

To explain this part, the teacher said *Put a tick if it is correct, look, this is a tick, this is good and this is a cross, this is bad* and a student interrupted to say *Que se coloca un chulo si está buena y una equis si está mala*³ the teacher asked the rest of the students to listen to her.

¹ I say my fears

² To snakes

³ If it is right, you put a tick, and an x if it is wrong

the teacher asked them to raise their hands if they had finished the first point and the students raised their hands. One of them, however, did not understand the question so her partner told her *que levante la mano si ya terminó el primero*⁴ so she did it.

6.1.3 One-word translation suffices for understanding a full instruction

The educator can translate an unknown word for students to have an idea of what the implementer means. Once this one-word translation is done, most of the students can understand the instruction. Having said this, the teacher does not have to translate the full sentence and thus the use of L1 is strategically used. Garcia and Wei (2014) affirm that the language inside the classroom can be adapted considering students' language level.

The following excerpt taken from an observation done in O4,DH,09/04/2018 provides some evidence of this issue.

Finally, the teacher asked *If you understand raise your hand* but the students did not respond so he explained *Understand means Entender* and a student said: *Que hay que levantar la mano si entendimos*.

6.1.4 Using true cognates facilitates understanding of instructions

⁴ raise your hand if you have already finished the first one

It happens sometimes that students do not understand the instruction because they do not know the meaning of a word; nevertheless, such word does not have to be translated. The implementer may think about a word that sounds similar in both languages (true cognates). Once the students recognize the word they will associate how those two words sound and understand the instruction. This idea is supported by Solak and Cakir (2012) who concluded that the use of true cognates as a practical technique is helpful in the process of foreign language learning as it starts from the know to the unknown and from easy to difficult.

The upcoming sample was taken from an observation done in O5,DH,30/04/2018 in which the implementer has to change a word so as to make himself understood and thus students will understand the instruction, too.

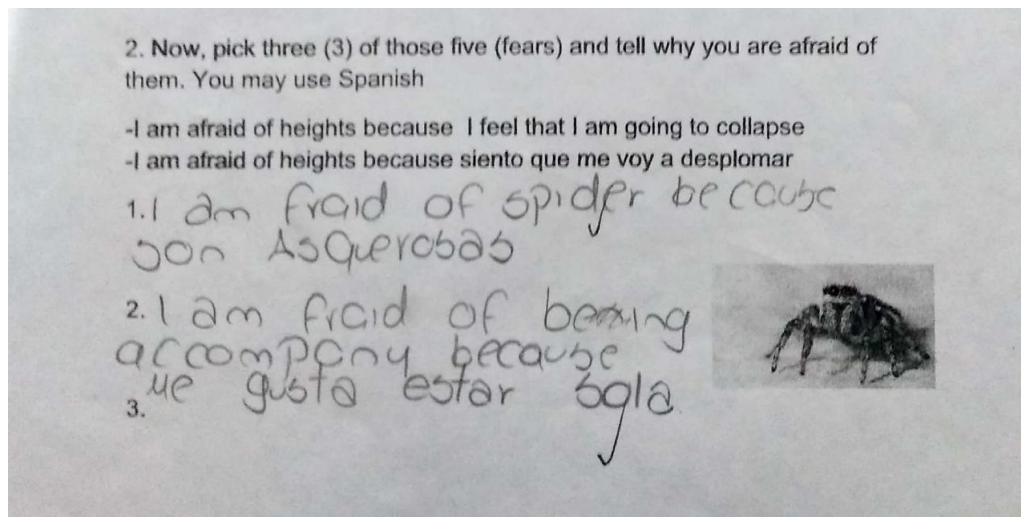
Finally, the teacher asked *Is everybody done?* but the students did not answer, so he changed the question and asked *Everybody finished?* and the majority of them said yes.

6.2 Linguistic outcomes

6.2.1 The flexible use of both languages help students express ideas

Given the fact that students do not have enough linguistic repertoire to answer only in L2, they are allowed to use L1 to complete the activities. For instance, learners receive some sentences or questions in L2, and they must continue with the idea by using any of the two languages. Students, furthermore, actually know what they were asked; otherwise, they would not have been able to answer . Hence, learners can use their linguistic repertoire to understand input and communicate . In

agreement with Garcia and Velasco (2017) translanguaging permits learners to use in a dynamic and flexible way both languages even though they are not bilingual.



I am afraid of spiders because *me da miedo que me piquen* (it scares me that they sting me)


I am afraid of death because *me da miedo donde vaya a ir* (it scares me where I am going to go)

I am afraid of *personas extrañas* (strangers) because *me pueden hacer algo malo* (they can do something bad to me)

2. Now, pick three (3) of those five (fears) and tell why you are afraid of them. You may use Spanish

-I am afraid of heights because I feel that I am going to collapse
 -I am afraid of heights because siento que me voy a desplomar

1. I am afraid of spiders because me da miedo que me piquen

2. I am afraid of death because me da miedo donde vaya a ir 

3. I am afraid of ^{enfermas} Personas because me pueden hacer algo malo

I.


I am afraid of spiders because *son asquerosas* (they are disgusting)

I am afraid of being accompanied because *me gusta estar sola* (I enjoy being alone)

2. Now, pick three (3) of those five (fears) and tell why you are afraid of them. You may use Spanish

-I am afraid of heights because I feel that I am going to collapse
 -I am afraid of heights because siento que me voy a desplomar

1. Small places Because ~~I~~ am claustrofóbica

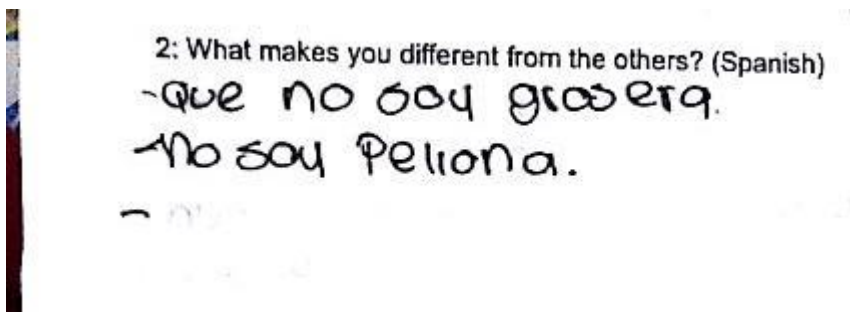
2. cockroach Because Son horribles y me dan asco 

3. darkness Because me da miedo que se aparezca algo

...small places because I am *claustrofóbica* (claustrophobic)

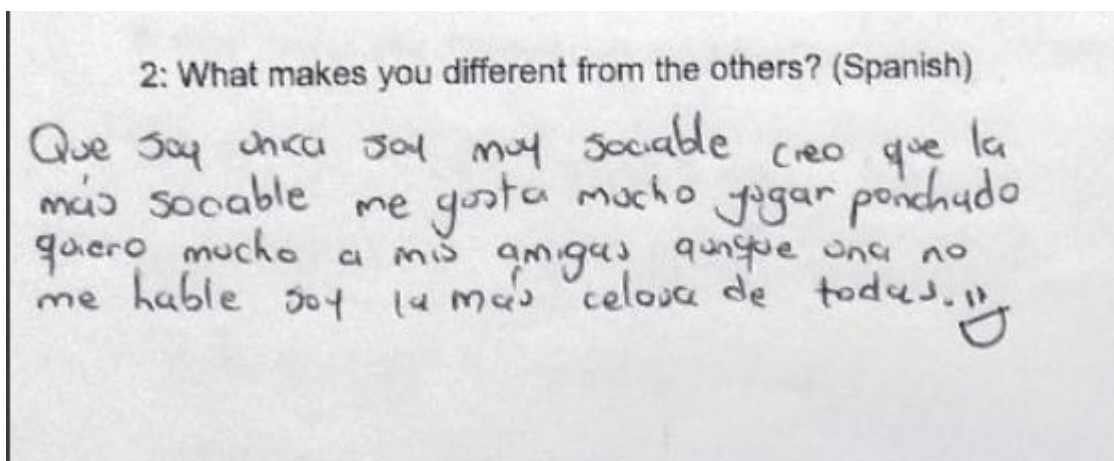
...cockroach (cockroach) because *son horribles y me dan asco* (they are horrible and make me sick)

...darkness because *me da miedo que se aparezca algo* (it scares me that something shows up)



Que no soy grosera (I am not rude)

No soy peliona (I am not aggressive)

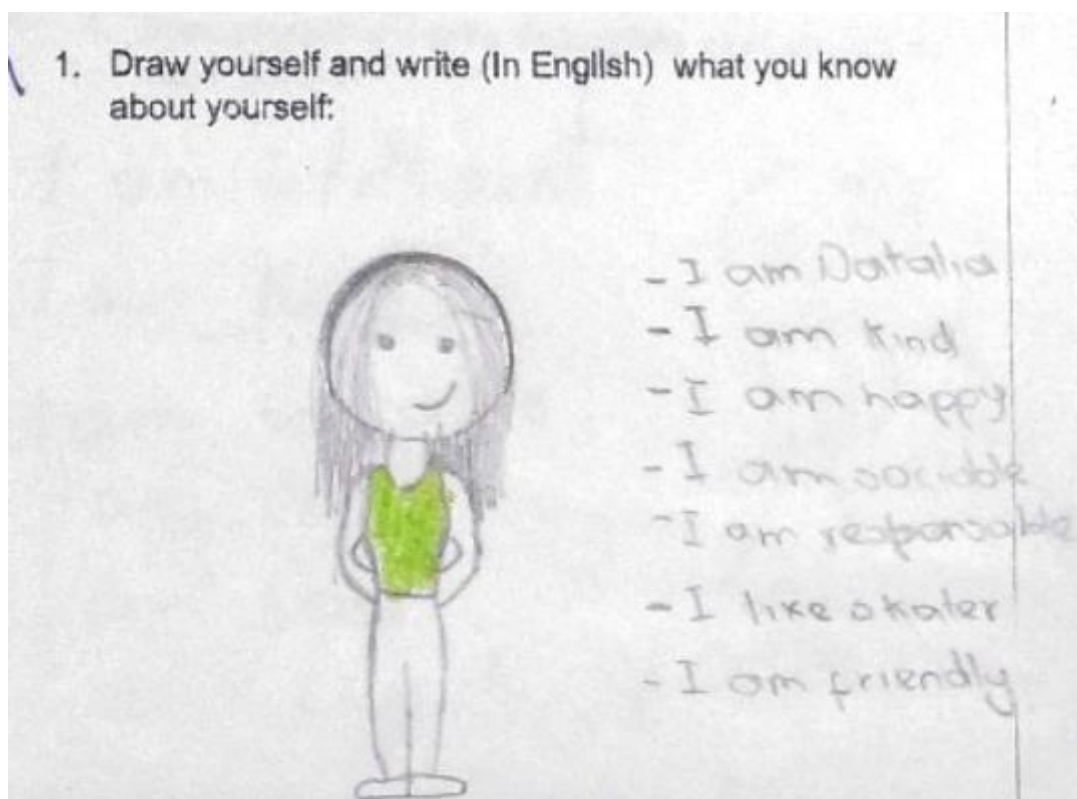


Que soy única, soy muy sociable, creo que la más sociable. Me gusta mucho jugar ponchado, quiero mucho a mis amigas aunque una no me hable y soy la más celosa de todas. (I am unique. I am pretty sociable, the most sociable one, I guess. I really like playing ponchado. I love my friends so much even though one of them does not talk to me. I am the most jealous of them all).

6.2.2 Familiar topics and vocabulary allow learners to perform the activities properly

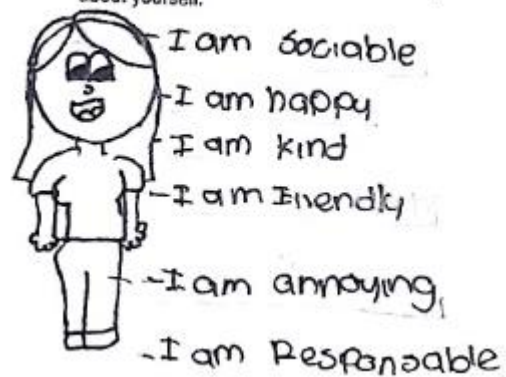
For accomplishing this, the information must have been taught before in order for students to have an idea of what to do afterwards. Learners will take advantage of

what they already know or what has already been taught for developing the task. For instance, learners already know the concepts and the vocabulary that is going to take place in the following activity. Students are asked to draw and describe themselves using the vocabulary that was taught previously. Although learners are not bilingual, Translanguaging allows them to use either of the two languages flexibly and dynamically (Garcia & Velasco, 2017)



-I am Natalia. -I am kind. -I am happy. -I am sociable. -I am responsible. -I like skater. -I am friendly.

S.1 1. Draw yourself and write (In English) what you know about yourself:



-I am sociable. -I am happy. -I am kind. -I am friendly. -I am annoying. -I am responsible.

S.3 1. Draw yourself and write (In English) what you know about yourself:



I am happy. I am kind. I am curious (curious). I am sociable. I am funny. I am cool. I am intelligent.

6.2.3 The use of L1 or L2 depends on the difficulty of the question/instruction

Considering students' English language level, they can use either L1 or L2 to develop the activity. Students, first of all, are told a story in L1 about an uncomfortable or terrifying experience the teacher had. Learners, then, must use both languages to perform the activity, which consisted in answering 6 questions that refer to a good or bad experience they have had. The first 4 questions must be answered in L2, whereas the last 2 in L1 due to their complexity. The activity shows that learners use both languages for purposes. In fact, the first 4 questions are not that challenging and thus learners did not have any problem at answering. The last two, on the other hand, are more complex and require a higher English language level. Therefore, using L1 is allowed.

Below, there will be some students' artifacts done in 08/05/18. They show how students use both languages depending on the question.

1. Think about a moment in your life that impacted you.

Now, answer these questions:

1. What happened?
2. Where did it happen?
3. When did it happen?
4. Why is it important?
5. How did it impact you?
6. What did you learn from that experience?

1. I don't concentrate in class
 2. In class
 3. Today in the afternoon
 4. because I have earn the subjets
 5. en que si no gano las materias podré perder el año y esto me preocupa tambien
 6. concentrarme más en lo que hago y me dicen

1. I do not concentrate in class
2. In class
3. Today in the afternoon
4. Because I have earn the subjects
5. Es que si no gano las materias podré perder el año y eso me preocupa mucho (If I do not pass the subjects, I may fail the year and that worries me a lot).
6. Concentrarme más en lo que hago y me dicen (Be more focused on what I do and what I am told)

1. Think about a moment in your life that impacted you.

Now, answer these questions:

1. What happened?
2. Where did it happen?
3. When did it happen?
4. Why is it important?
5. How did it impact you?
6. What did you learn from that experience?

- 1) I read a Book "El telón"
- 2) in my home.
- 3) in this moment.
- 4) Because I like.
- 5) Porque me cambió mi forma de pensar
- 6) Que Los libro te pueden cambiar tu forma de pensar.

1. I read a book "El telón"
2. In my home
3. In this moment
4. Because I like
5. Porque me cambió mi forma de pensar (Because it changed my mind)
6. Que los libros te pueden cambiar tu forma de pensar (that books can actually change your mind)

1. Think about a moment in your life that impacted you.

Now, answer these questions:

1. What happened? I am scared.
2. Where did it happen? in my house
3. When did it happen? the last year.
4. Why is it important? Because I am to learn.
5. How did it impact you? Porque estube muy asustada
6. What did you learn from that experience? aprendí que no debemos mostrar miedo a cosas tan insignificantes, que para superar los miedos hay que afrontarlos y aprender de ellos

1. I am scared
2. In my house
3. The last year
4. Because I am to learn
5. Porque estube muy asustada (Because I was so afraid)
6. Aprendí que no debemos mostrar miedo a cosas tan insignificantes, que para superar los miedos hay que afrontarlos y aprender de ellos. (I learned that we should not be afraid of petty things. For overcoming the fears, we must face and learn from them).

6.3 Professional growth

6.3.1 The importance of the mother tongue in a foreign language class

As the implementer has planned the class way before it happens, he/she knows when to use any of the two languages. Using L1, surely, helps students understand complex explanations that can be provided by the teacher or one of the learners. Further, there are some moments in the class in which L1 is systematically used, and there are some others in which it is not. For example, if the teacher asks students to write specific information in L1, the mother tongue is used with purposes, that is, to boost linguistic repertoire, and provide clarifications. There are some other moments, though, in which the use of L1 is used randomly. When students use it to provide a translation and/or explanation.

The following fragment was taken from a journal written in E4,JD,30/04/18

Hubo una estudiante que usaba el L1 para identificar errores del L2 propuestos por sus otras compañeras. Es decir, esta estudiante usaba el L1 para entender y corregir a varias de sus iguales.⁵

If someone was lost, the teacher asked intentionally those students who, in fact, understood the instruction/explanation to translate it.

6.3.2 Planning a translanguaging class in a non-bilingual context involves challenges.

⁵ There was one student who used L1 to identify mistakes in L2, which were provided by their classmates. This means that this learner used the L1 not only to understand, but also to make corrections

Translanguaging, first, is a strategy that theoretically, involves bilingual learners, and the classes are taught based on it. And in the process of lesson planning, classes given through Translanguaging should be taught by following some strategies proposed by Garcia and Wei (2014). Nevertheless, the current context does not include bilingual learners, so the implementers had to modify the classes grounded on their context. Therefore, the translanguaging class would not consider all the steps, but few of them.

The following fragment was taken out of a journal E4,JD,30/04/18, which evinces the difficulties when dealing with no bilingual learners.

Considerando que al no tener estudiantes bilingües, las estrategias usar el translingüismo se reducen considerablemente.⁶

6.3.3 The register of students' language skills development

The registration of students' language skills development depends on the continuity of the process. This means, when classes were cancelled or postponed, the learning process was affected in the sense that there was no interaction with students in some weeks. Considering this, the register was affected not only by the reduced amount of products, but also by the lack of meaningfulness in students' artifacts, in which the tasks were designed to provide information of an ongoing process of

⁶ . Translanguaging strategies are reduced enormously considering the lack of bilingual learners. Thus, the implementation is narrowed on using translation strategically.

learning and not isolated classes. This can be evidenced in the following fragment from the journal E5, JD &D, 12/08/18.

Si esa clase era cancelada cuando implementábamos de nuevo, las estudiantes ya no recordaban lo que se había hecho en las clases anteriores, o era muy poco lo que recordaban. No solo la cancelación de las clases afectaba el proceso de aprendizaje sino también, que las otras clases que eran dictadas por el profesor en la semana no dieran continuidad a las implementaciones⁷

7. Limitations

The project had to face two types of limitations, pedagogical and administrative. Regarding pedagogical limitations, they must deal with how the project was carried out, students' English language level, lack of bilingual learners, following in service teacher's requests, for example. Administrative limitations, then, involve all the aspects which the institution or the in service teacher have to be in charge with, that is, the number of sessions, and those that could not be taught. Translanguaging, first of all, as an approach proposes several strategies to fulfill particular goals; however, when implementing, the implementers realized that they did not have all the variables to reach all the goals. Not having bilingual students, first, was the main limitation we found during the implementations since learners had no the English language level needed to express what the implementers were expecting to. Most of the theory involves having bilingual students since they can

⁷ If the class was cancelled, when we implemented again, students did not remember previous lesson, or they remembered very little. Not only the classes cancelled affected the process, but also the fact that the other classes conducted by the in-service teacher were not connected with the implementations.

switch their languages and therefore to increase their linguistic repertoire. Thus, the implementers had to dismiss most of the strategies to only one, that is, using translation with specific purposes. Another drawback we faced when implementing was the students' English level. Because students' English level is low, the aim of the classes tend to be restricted.

At the beginning of the project, the implementers were told that they could go to teach twice (2-3 hours) per week. Yet, once the first week went by, the in-service teacher told the implementers that he could not let them teach that amount, which means that the hours of implementations per week were reduced to 2-1 hours. The implementers, therefore, had to modify and reduce the sessions they were going to teach, and there were some other moments in which some of those classes were cancelled causing that there was no any implementation that week. Hence, these prior situations affected and reduced the number of sessions. This affected the process since the implementers could not collect the number of artifacts expected, and the interruption among lessons affected the continuity in the learning process.

8. Pedagogical Implications

This part will be mentioning some of the aspects implementers found which can be useful for applying Translanguaging pedagogy in other settings and contexts. First, collaborative-work between teachers, that is, the English language teacher with any other subject content teacher. The idea would be then to have both teachers working in tandem for teaching-learning interests. So, the learners will be having the chance to reinforce the concepts of any subject content plus the English input.

Grounded on the basis and ideas that this project has, the second proposal will be, then, to gather the English teachers from an institution to develop a project based on Translanguaging pedagogy. For example, a group of English teachers may be working together ,before starting classes, designing a project which includes specific translanguaging as well as linguistic aims that will be developed during a specific period of time.

The last idea would be to have experimental groups since they would demonstrate the effectiveness of Translanguaging. Two groups will be selected, one of which will be taught by a 90% of English, but the other will include Translanguaging strategies. In other words, the amount of English will not be that overwhelming. E.g. 60% English and 40% Spanish. At the end of the experiment, some data will be collected to further get the results and conclude to what extent Translanguaging strategies help teacher/student understand the topic being said.

9. Conclusions

Translanguaging in a non-bilingual context allows learners to use as much language as possible. We tried to combine both languages strategically. For example, giving English instructions, and students must answer in Spanish, or the other way around. Each strategy was used for specific purposes such as confirming understanding, recalling information, checking vocabulary, among others. We, further, could also affirm that when both languages work together, learners' outcome tends to be more authentic since they go back to their linguistic repertoire to answer. In the same way, based on the observations, students felt free when they can use either of the two languages.

At the beginning of planning the lessons, we were not quite sure about how effective Translanguaging could be. And we did not know whether we would have enough evidence to write upon the results due to the few sessions. However, we tried to get as much evidence as possible. In fact, we could get linguistic products in every session.

Albeit students backup each other, they end up having the same production. In other words, there were some students who had the same linguistic outcome. This situation does not show real students' production; otherwise, it evidences that students take advantage of the ones who do know more and write the same. For such reason, collaborative work can be done; however, it has its own limitations. Another

aspect that sets us back was that the classes were interrupted from one another causing that students did not recall well what they have done in prior sessions. The classes, therefore, did not have connection from each other. Indeed, it would have been much easier and better to plan several classes to keep the momentum going rather than having isolated classes.

If we had the chance to keep implementing the project afterwards, we definitely would. The project, firstly, could have carried out “better” if we had taught more sessions, perhaps, 10-12, or even more to have collected more data. Second, we could have had the opportunity to explore other sources that aim for translanguaging for non-bilingual learners since we were following the steps of one book, which was skillful though; however, we think that having more sources, thoughts, ideas would have helped us some much more. Then, it would have been just superb to have different groups (2-3) and compare their performance. That is, the more samples we get, the more evidence and results we can interpret.

Making a diagnosis would also have helped us evince learners’ level. Once such level is known, the practitioners would be developing and selecting the activities to overcome the difficulties found in the diagnosis rather than focusing on school syllabus because it may be biased. Regarding the use of L1 and L2 and its frequency, this process requires a couple of factors such as students, and their level. Therefore, the first implementations were done by us who did not know that much about students’ level. Once we get used to it, the use of L1 or L2 was placed strategically based on the strategies proposed by Garcia and implementers’ hunches.

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Appendices

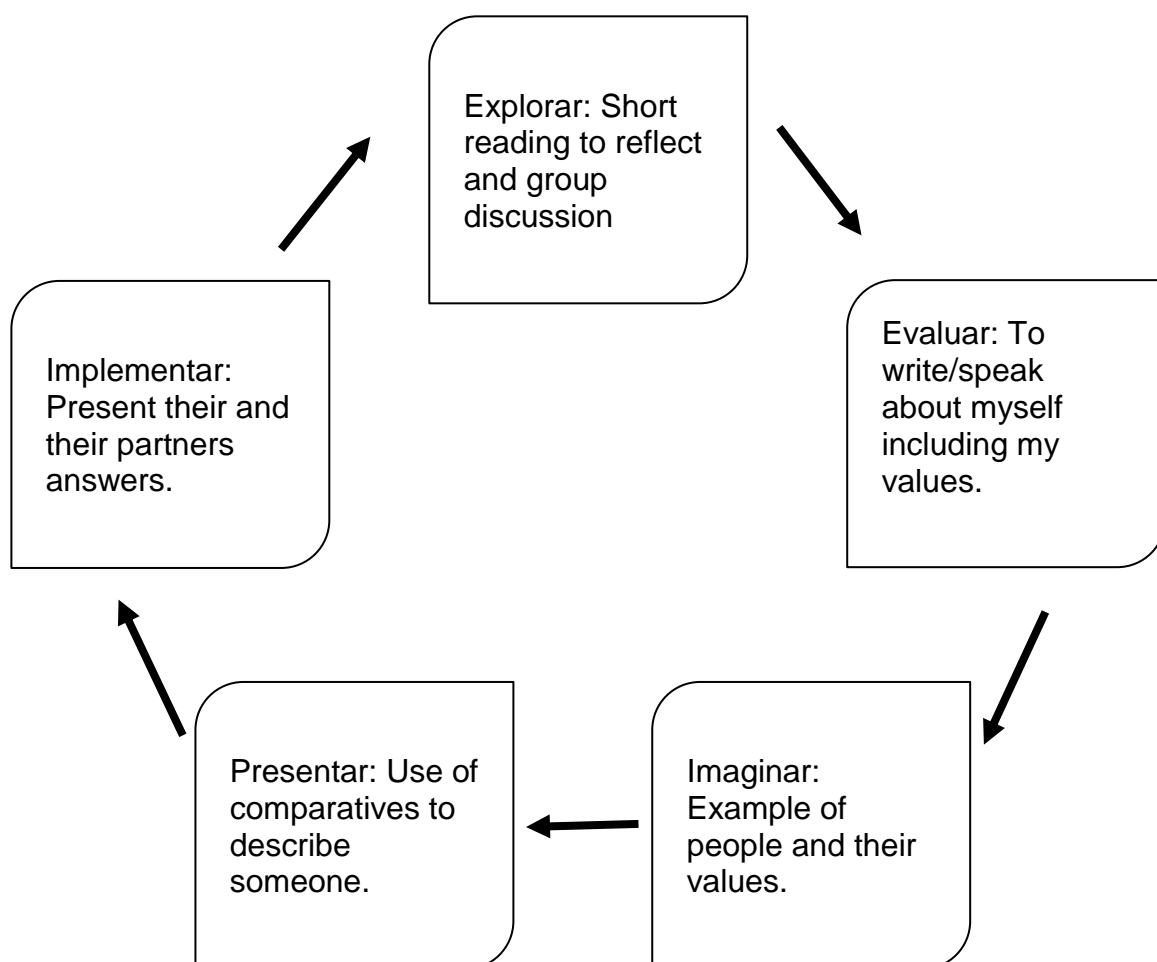
Appendix 1

Lesson Format

Class	1
Date	02/04/2018
Pre-service teacher	Daihana Hincapié Loaiza
Observer	Juan David Ochoa Chavarro

	Translanguaging Unit Plan	
Essential Questions	Who am I? Why is it important to know who we are?	
Content Standards	Visualizar alternativas y abrirse a otras actitudes y a otros valores presentados por los compañeros	
Content and Language Objectives	<p>Content Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -Reflect on who they are. -Answer who they are. -State why it is important to know who we are. 	<p>-Language Performance Objectives</p> <p>Reading: Puedo extraer información general y específica de un texto</p> <p>Writing: Describo con frases cortas / completo información personal</p> <p>Speaking: Describo con oraciones simples a una persona.</p> <p>Grammatical Item: Comparatives</p>
Translanguaging Objectives	<p>Students will be able to:</p> <p>Use both English and Spanish to discuss and present their answers to reflective questions.</p>	<p>Translanguaging strategies.</p> <p>Goal: Build background knowledge</p> <p>Strategy : Collaborative grouping</p>

Culminating Projects and Assessment	Students will write about themselves and about a partner considering personal and partners values.	Other Assessments
Texts	In the home Language Short reading opening	In English Worksheet



Time [45 mins]	Activity	Materials	Comments
[5 mins]	-Greetings and short reading to introduce the topic.(L2 & L1)	Short reading 1	
[15 mins]	-Teacher Introduces the reflective questions -Learners discuss the questions in groups of 3 (L1) -Learners write their answer in the worksheet (L2) -Example on the board : ” We think it is important to know it because... “ (L2)	Worksheet	
[10 mins]	-Introduction to Activity 2 - Let me tell you who I am...(T) example. Name, age and values. (L2) -Activity 2. Students write their description based on the example. (L2)	Power Point Presentation Worksheet	
[5 mins]	-Students participate with some answers of the activity 2. -Introduction to the Activity 3.(L1) Comparing people values.	Power point presentation	
[10 mins]	-Short review of comparatives and example from the worksheet (L2) -Students practice comparatives in their worksheet	worksheet	

Appendix 2

Observation

Date	22/05/2018
Time	1 hour

Objective	<ul style="list-style-type: none"> -To explore previous concepts of ethics content by using the target language - To use L1 and L2 to convey and express the outcomes from Ethics and language integrated lessons
Indicator	<ul style="list-style-type: none"> -Students recall concepts that they already know in their mother tongue. -L are capable of transferring conceptual aspects of the lesson across lgs
Instrument	Observation Report.
	<p>To start the class, after greeting the students, the teacher tells them: <i>"I want you to tell me what this means?"</i> and writes on the board: <i>"What are you afraid of?"</i> . Then, one student says <i>"Por qué..."</i> and the teacher interrupts her to tell her <i>"No, no es "por qué""</i> making reference to the "What" of the question. Consequently, another student starts looking for the definition on the definition, but the teacher gently ask her not to use the dictionary yet. After that, he asks them: <i>"Does anybody know what a cockroach is?"</i> so, immediately a student says: <i>"Una cucaracha"</i>. The teacher says that she is correct and ask to the rest of the group to think about the question "What are you afraid of" based on the example of the cockroach. And a student answered: <i>"Qué miedo tienes tú?"</i>. Finally, the teacher says that she is right and ask her to repeat it so the rest of the students can listen to it.</p>

Once the students know the meaning of the first question, he tells them *"I want you to tell me what you are afraid of"* and a student says: *"Digo mis miedos"*. The students starts participating by saying their fears, for example, one of them says *"A las serpientes"* and the teacher writes on the board *"snakes"*. And the teacher writes on the board, in English, what other students say. After that, the teacher continues writing some examples on the board and the students translate those words.

The teacher continues with the questions, but this time, he asks them in spanish, *"Creen que es importante conocer sus miedos?"* and the students answer yes. He ask them Why and one of the students answered: *"Because para prevenirse"* , another student answered: *"Para superarlos"*.

To continue, the teacher says *"I was so afraid of flying"* and a student said: *"Que le tiene miedo a las alturas!"* . Then, the teacher writes on the board *"Being alone"* and he tells them: *"Raise your hand if you are scared of this"* (Pointing to the words *"being alone"*) and a student says *"Que levante la mano si le gusta estar solo"* So the teacher explains that *"afraid of"* and *"scared of"* means the same, and a

	<p>student asks: <i>“O sea que yo puedo decir I am afraid of o I am scared of”</i> The teacher says that she is right and then he explains the activity that the students will be developing.</p> <p>During the activity, the students are focused developing it, however they ask among them how to write some words in english, also, they use a lot the dictionary to look for those words.</p>
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Appendix 3

Journal

E1,JD,23/03/18

Date	23/03/18
Time	1 hour
Objective	To ponder on including translanguaging in the process of lesson planning as preservice teachers
Indicator	T include translanguaging in the lesson plan
Instrument	Journal

Entry JD:

Considering the fact that the term translanguaging involves many aspects we, as research developers, must contemplate, it has been a struggle to include all of them due to the context, limitations, and challenges; for example, not having bilingual learners, few English language classes, among others. To begin with this intervention, Translanguaging is not the same as translation, and we ought to have this difference crystal clear. Translanguaging, though, may include some translation exercises for learners to make meaning, the idea goes towards learning languages, not being knowable in translation practices. In the same way, Translanguaging as an approach brings exercises that include translation subtly; and the main idea is for learners to fathom specific words or expressions. When planning in including Translanguaging in the class, some advices and tips are taken into account; as a result of it, some questions emerge: how often L1 and L2 should Teacher and students use? In which moments of the class should Teacher and students use L1 and L2? What Teacher and students use L1 and L2 for?

Entry Daihana:

When considering the implementation of an English and Content integrated class, the first thing to think about is the structure of a translanguaging class, what is a class that includes translanguaging in the planning of it?, how is it planned?, what does it have to include? But one of the most important questions is how a translanguaging class is different from the others? To start answering some of those questions, we considered the book *The Translanguaging Classroom* (2017). In this book, the structure of a lesson, and a unit based on translanguaging is clear. However, this does not mean that it may be completely useful for our context.

At the beginning of the book, for example, there is a section called the Translanguaging classroom in which García (2017) states that “A translanguaging classroom is a space built collaboratively by the teacher and bilingual students as they use their different language practices...” This means that here is the first limitation: The students from the context of this project are not bilinguals, which means that they won't be using their different language practices, because they only have one language practice which is their mother tongue (Spanish). Then, another question comes to our minds. Can Translanguaging be implemented if the students are not bilinguals? Or are we going to implement translanguaging strategies in a Content and Language Integrated Lesson? Is a translanguaging class something already structured or is it something that any teacher can modify or create depending on the context?

Is a translanguaging class determined by something?

Appendix 4

Student's artifact

5.0

TASK 1

Name: Angie Daniela López Date: 3-4-2018

1-Essential questions:

- It is important to know it because I can know my self ✓

2-Why is it important to think about the previous questions? 1.7

3-Let me tell you who I am:

→ Write your description based on the example

My name is Angie López

I am 14 years old

- 1- I like the action ✓
action
- 2- I like to know ✓
- 3- I like The adventures ✓
- 4- I like shoppy clothes ✓
shopping
- 5- I like dubai ✓

1.7



Mary

Respectful : 8/10

Punctual: 5/10

Creative: 10/10

Kind: 7/10



Tom

Respectful : 6/10

Punctual: 9/10

Creative: 3/10

Kind: 7/10



Lili

Respectful : 8/10

Punctual: 3/10

Creative: 8/10

Kind: 10/10

→ Based on the image, write your comparisons using: less__than, -er__than, more__than, as__as.

Examples:

-Mary is more respectful than Tom

-Mary is less punctual than Tom

-Tom is as kind as Mary

1- *Mary is ^{more} creative than Tom* ✓

2- *Lili is kinder than Mary* ✓

3- *Tom is more punctual than Lili* ✓

4- *Lili is less punctual than Mary* ✓

5- *Mary is less punctual than Tom* ✓

6- *Mary is as kind as Tom* ✓

COMPARATIVE ADJECTIVES	Form	Example
one syllable	Adj + -er	tall + -er = taller
two syllables ending in -y	-y changes to -i + -er	happy + -er = happier
two syllables (not ending in -y)	more + Adj	more + famous = more famous
three (or more) syllables	more + Adj	more + beautiful = more beautiful